



ETHICAL STANDARDS AND ACADEMIC CAREER PROGRESSION IN PUBLIC UNIVERSITIES IN RIVERS STATE



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Abstract

The academic profession in public universities in Rivers State is built on the foundation of integrity, honesty, and ethical conduct. As academics in these institutions navigate their careers, they face numerous challenges and pressures that can compromise their ethical standards. This conceptual paper explores the ethical standards and academic career progression in public universities in Rivers State, highlighting the crucial role of integrity in shaping academic careers. By examining the intersections of ethics, professionalism, and career advancement, this paper proposes a framework for upholding ethical standards in academia. Adherence to ethical principles fosters a culture of trust and respect, enhances academic reputation and credibility, and supports career progression. In the context of Rivers State's public universities, key ethical considerations include publication ethics, conflicts of interest, and mentorship responsibilities. The paper suggests that academics and institutions can promote ethical standards and career progression by integrating ethics into training and professional development, fostering transparency and accountability, and prioritizing integrity. By upholding the highest standards of integrity, academics in Rivers State's public universities can promote a culture of trust, respect, and excellence in academia, ultimately contributing to the development of the state and the country.

Keywords: *Ethical Standards, Academic Career Progression, Public Universities, Merit-Based Evaluation, Institutional Integrity*

Introduction

The pursuit of an academic career is often seen as a noble endeavour, driven by the quest for knowledge and the desire to contribute meaningfully to society. However, the path to career progression in public universities is not solely determined by intellectual prowess or teaching excellence. Ethical standards play a crucial role in shaping the trajectory of an academic's career, influencing promotions, research credibility, and institutional reputation. In Rivers State, public universities operate within a complex framework where adherence to ethical principles intersects with bureaucratic processes, institutional policies, and societal expectations. The relationship between ethical conduct and career advancement raises important questions about fairness, transparency, and the values that underpin academic growth.

Academic institutions are expected to uphold integrity, honesty, and accountability as foundational principles. Yet, the reality within some public universities in Rivers State reveals challenges in maintaining these standards consistently. Instances of plagiarism, favouritism in promotions, and questionable research practices occasionally surface, casting shadows on the credibility of academic progression systems (Ejekwu & Adekola, 2022). The pressure to publish, secure grants,

and meet promotion criteria sometimes leads to ethical compromises, undermining the very ideals that academia stands for. While many academics adhere strictly to ethical guidelines, systemic weaknesses in enforcement mechanisms allow lapses to persist, affecting morale and trust within the academic community (Okoro & Briggs, 2023).

The Nigerian university system, including institutions in Rivers State, operates under guidelines set by the National Universities Commission (NUC), which emphasizes merit-based career progression. However, the gap between policy and practice remains a concern. Promotions should ideally reflect teaching quality, research output, and community engagement, yet anecdotal evidence suggests that personal connections and institutional politics occasionally influence outcomes (Amadi & Dike, 2021). This discrepancy raises ethical dilemmas for early-career academics who must navigate a system where merit does not always guarantee advancement. The lack of uniform enforcement of ethical standards across departments further complicates the issue, creating disparities in how policies are interpreted and applied (Nwankwo, 2020).

Ethical breaches in academia extend beyond individual misconduct to institutional practices. For instance, the delay in processing promotions, opaque criteria for assessing research impact, and insufficient mechanisms for addressing grievances contribute to frustrations among faculty members (Eze & Uche, 2019). When academics perceive that ethical behavior is not rewarded or that misconduct goes unpunished, motivation declines, and the quality of academic output may suffer. The consequences extend beyond individual careers, affecting student learning experiences and the overall reputation of universities in Rivers State. Research integrity, for example, is critical in maintaining public trust, yet cases of data fabrication or authorship disputes occasionally emerge, highlighting the need for stronger ethical oversight (Briggs & Ogbonda, 2023).

Despite these challenges, there are encouraging efforts to reinforce ethical standards in Rivers State's public universities. Workshops on research ethics, stricter plagiarism checks, and the establishment of integrity committees demonstrate a growing recognition of the importance of ethical conduct (NUC, 2022). Some institutions have adopted digital tools to track academic contributions transparently, reducing biases in promotion assessments. However, sustaining these initiatives requires continuous commitment from university leadership, government bodies, and individual academics. The academic community must collectively advocate for systems that prioritize fairness, discourage misconduct, and reward genuine scholarly contributions (Dike & Amadi, 2024).

The interplay between ethical standards and career progression in public universities is a reflection of broader societal values. When institutions uphold integrity, they not only foster individual growth but also strengthen their role as centers of excellence. For Rivers State's academic landscape to thrive, ethical considerations must remain at the forefront of policy formulation and implementation. Academics, administrators, and policymakers share the responsibility of ensuring that career progression is aligned with principles of justice, meritocracy, and accountability. Only then can public universities in Rivers State fulfill their mandate as engines of knowledge and societal development.

Theoretical Foundation

This paper will be anchored on: Kohlberg's Theory of Moral Development

Understanding how people develop their sense of right and wrong has long fascinated psychologists, and Lawrence Kohlberg's work remains one of the most influential contributions to this field. Building on Jean Piaget's early ideas about children's moral reasoning, Kohlberg introduced his Theory of Moral Development in 1958, arguing that ethical decision-making evolves through distinct stages as individuals mature. His model continues to shape thinking in psychology, education, and ethics, especially in institutions where integrity matters.

Kohlberg proposed three levels of moral reasoning, each with two stages. The pre-conventional level focuses on self-interest, where individuals act to avoid punishment or gain rewards - such as a student cheating to pass an exam (Gibbs, 2019). The conventional level involves conformity to societal rules and approval; for example, a lecturer refusing a bribe to protect their reputation (Haidt, 2012). At the post-conventional level, individuals follow universal ethical principles even when they conflict with

laws or institutional norms; like a professor promoting fair promotion policies despite pushback (Rest et al., 2013).

While Kohlberg's theory is widely respected, critics argue that it places too much emphasis on logic and individualism, overlooking the roles of culture, emotion, and relationships in moral development (Haidt, 2012). Additionally, many individuals may never reach the post-conventional stage, raising concerns about the theory's practical applicability. Despite criticisms, Kohlberg's framework remains relevant. In the context of universities in Rivers State, his insights suggest a need to foster moral reasoning through ethics education, mentoring, and reward systems that value integrity over mere compliance. Institutions can promote environments where decisions and promotions are based on merit and ethical conduct; key components for credible and forward-looking academic systems.

Relevance of Kohlberg's Theory of Moral Development on this study

Kohlberg's Theory of Moral Development offers a valuable framework for understanding the ethical standards shaping academic career progression in public universities in Rivers State. The theory, which outlines stages of moral reasoning from obedience to universal ethical principles, helps explain how academics navigate ethical dilemmas in their professional growth. In an environment where promotions, research integrity, and institutional policies intersect, moral reasoning plays a critical role in decision-making. Academics operating at higher stages of Kohlberg's model are more likely to prioritize fairness, justice, and ethical consistency over personal gain or institutional pressure, fostering a culture of integrity essential for career advancement. The application of Kohlberg's theory highlights the variability in ethical judgment among faculty members. Some may adhere to rule-based reasoning, strictly following university policies even when they conflict with fairness. Others might adopt a more principled approach, challenging unjust systems that hinder equitable career progression. This divergence influences how academics perceive and respond to issues like favouritism, plagiarism, or biased promotion criteria. A deeper grasp of these moral stages can guide universities in designing ethical training programs, ensuring faculty members develop the reasoning skills needed to uphold integrity in their professional conduct.

Moreover, the theory underscores the link between institutional ethics and individual moral development. Public universities in Rivers State, like many institutions, face challenges such as corruption, nepotism, and inconsistent enforcement of standards. Kohlberg's framework suggests that fostering higher moral reasoning can mitigate these issues by encouraging academics to act ethically, even in the absence of external rewards or punishments. When faculty members internalize universal ethical principles, they contribute to a more transparent and merit-based system, aligning personal career growth with institutional credibility. Integrating Kohlberg's theory into the discourse on academic ethics provides a lens to evaluate how moral reasoning shapes career trajectories. It emphasizes the need for environments that nurture ethical maturity, ensuring that academic progression reflects not just scholarly achievement but also moral responsibility. For public universities in Rivers State, this perspective is crucial in building systems where fairness and integrity define professional success.

Conceptual Framework

Ethical standards

Ethical standards represent the guiding principles that shape human behaviour in professional settings, especially within academic institutions. They serve as the invisible moral compass that governs decision-making, relationships, and performance expectations. In public universities, particularly in Nigeria, they influence how power is exercised, responsibilities discharged, and fairness upheld. These standards are more than written rules - they reflect an institution's integrity and its ability to sustain a credible academic environment. Okafor (2015) asserted that when upheld, ethical standards ensure fairness in appointments, promotions, and resource distribution, building trust and motivating staff and students. However, unethical practices such as nepotism, bribery, and manipulation of evaluation

processes erode public confidence and deter qualified individuals from pursuing leadership roles (Agbo & Okenwa, 2021).

According to Ilo & Uche (2022), ethical conduct must go beyond compliance with rules; it should become a shared value that guides everyday decisions. When accountability is weak, misconduct thrives and merit is replaced by favoritism. This not only weakens institutional credibility but also demoralizes individuals who depend on fair recognition for growth. To foster a sustainable academic culture, universities must institutionalize ethics through clear policies, exemplary leadership, and robust accountability systems. A strong ethical foundation is essential to national development, as universities shape the minds of future leaders.

Academic career progression

Academic career progression is crucial for professional growth in universities, marking an individual's advancement from junior roles to senior positions such as Professor. It is typically based on teaching effectiveness, research output, publications, community service, and administrative duties. Okeke (2014) emphasized that progression is not just about promotion but recognizes excellence and sustained contributions to knowledge and society. In Nigerian public universities, fair and transparent promotion processes are vital. Ojo (2017) highlighted that when governed by merit and fairness, career progression boosts staff morale, enhances productivity, and builds institutional credibility. However, irregularities and favouritism have raised concerns, often leading to frustration, talent loss, and brain drain. Nwachukwu and Ede (2021) argued that universities with consistent and transparent promotion policies attract committed scholars, promote innovation, and retain staff, thereby contributing more effectively to national development. Strengthening and enforcing ethical guidelines for academic progression is essential to restore public trust and ensure that academic excellence drives institutional advancement. In a nutshell, career progression should serve as both a reward for meeting high standards and a mechanism for reinforcing the values that uphold quality education and research in university systems.

Institutional Integrity

Institutional integrity refers to an institution's commitment to its core values, ethical standards, and principles in managing its affairs. In public universities, where fairness, transparency, and service to society are critical, integrity fosters trust and accountability. Musa (2015) defined institutional integrity as the alignment between an institution's stated goals and the conduct of its members. This alignment earns respect from both internal and external stakeholders. Universities are expected to uphold integrity in areas such as admissions, recruitment, promotions, and financial management. Aluko and Eze (2019) found that institutions with strong ethical frameworks and clear procedures tend to produce disciplined graduates and attract credible partnerships. Conversely, weak integrity results in corruption, favoritism, and poor accountability, harming morale, performance, and reputation. Odeyemi and Salami (2022) argued that institutional decay begins when leadership neglects fairness and due process, leading to mistrust, conflict, and stagnation. Rebuilding trust requires morally upright and competent leaders, as Nnaji (2023) noted. Such leadership must instill a culture of responsibility where policies are enforced without bias. When institutional integrity is upheld, universities can effectively fulfill their roles in society, fostering a sense of belonging and purpose among staff and students alike. Ethical governance is therefore essential to sustain academic excellence and societal relevance.

Setting the Scene: Ethics as the Foundation of Academic Excellence

Ethics is the foundation of a thriving academic system, guiding how knowledge is acquired, applied, and shared. It promotes honesty, accountability, and respect in both academic and administrative practices. In Nigeria, where the academic sector faces challenges such as corruption, favouritism, and misconduct, ethical principles are essential for restoring institutional credibility and fostering excellence. Public universities in Rivers State, like the University of Port Harcourt and Rivers State University, have made notable progress, but upholding ethics remains crucial to achieving

sustainable academic excellence and public trust. Ethical standards are vital to building credibility, excellence, and trust in university systems. These standards guide the behaviour of staff and students, shaping transparent decision-making and fair conflict resolution. Ogundipe and Adeyemi (2016) described universities as moral institutions charged with shaping responsible citizens. Ethical frameworks support stable governance and stronger relationships within the academic community (Edeh & Nwankwo, 2021).

Four core values reinforce ethics in academia: honesty, fairness, accountability, and transparency. According to Okon & Ibukun (2023) honesty ensures trust in exams and research; fairness eliminates bias in admissions and assessments; accountability holds leaders responsible; transparency curbs corruption. Institutions where these values are enforced report better outcomes and satisfaction. Ethical practices in academic promotions are essential for integrity and morale. When merit is replaced with favouritism, institutional quality suffers. Clear criteria and transparent processes; such as independent panels and feedback systems boost staff motivation and reduce conflict (Briggs & Worlu, 2021).

Maintaining these standards requires individual alignment with institutional values. Staff and students must model professionalism and integrity. Clearly communicated codes of conduct and regular ethics education promote responsible behaviour and reduce disciplinary issues. Salami and Oyetunde (2022) emphasized that ethics fosters harmony and respect, creating a more supportive academic environment where merit thrives and innovation flourishes.

Understanding Academic Career Progression in Nigerian Universities

Academic career progression in Nigerian universities reflects a scholar's dedication to excellence, ethics, and service. It follows a structured path from Assistant Lecturer to Professor, guided by criteria such as qualifications, experience, research, teaching, and service. Adeyemo and Afolabi (2018) noted that transparent, merit-based systems are essential for fairness and credibility. Yusuf and Chukwu (2020) emphasized that ethical promotion processes motivate staff, ensure competent leadership, and uphold institutional integrity, ultimately inspiring younger academics and strengthening the university system as a whole.

Teaching, Research, and Service as Ethical Benchmarks for Advancement

Teaching, research, and service remain the three pillars on which academic promotions are evaluated, and each of these benchmarks is deeply rooted in ethical practices. According to Oladipo and Nwankwo (2017), teaching must be consistent, student-centered, and guided by fairness in assessment and grading. Teachers are not only evaluated on content delivery but also on their commitment to ethical classroom conduct. In terms of research, honesty in data collection, publication, and citation is non-negotiable. Any form of plagiarism or falsification of results undermines the credibility of both the researcher and the institution. A study conducted by Eze and Ajayi (2022) confirmed that scholars who consistently publish in reputable, peer-reviewed journals are more likely to advance, provided their work adheres to ethical research standards. Service to the university and society, including committee work, community outreach, and mentoring, is also weighed during promotion. Musa and Alade (2019) opined that without genuine service contributions, academic staff may be seen as disconnected from institutional goals. Ethical benchmarks in these areas ensure that promotions are based not just on productivity, but on integrity and social responsibility.

The Value of Peer Review and Constructive Appraisal in Career Growth

Peer review and performance appraisal are essential for academic career development, offering fair evaluations of a scholar's contributions. Akpan and Eyo (2023) highlighted that peer reviews uphold research quality by assessing originality, relevance, and ethics. In teaching, feedback from peers, students, and supervisors helps identify strengths and areas for improvement. Onuoha and Lawal (2015) found that transparent appraisal systems promote professional growth and healthy competition.



Ethical and consistent evaluations ensure credible career progression, motivating academics and reinforcing excellence within Nigerian universities.

When the System Fails: Consequences of Ethical Breaches

When ethical standards are ignored in academic systems, institutional trust breaks down and productivity suffers. Breaches such as biased promotions, falsified credentials, and favoritism lead to staff resentment, disengagement, and a decline in morale. These unethical practices discourage excellence, promote mediocrity, and damage the university's reputation. Over time, committed scholars may leave in search of fairer environments, resulting in brain drain. Without urgent corrective action, the academic system becomes too weak to support credible teaching, research, and innovation, ultimately undermining its purpose and societal impact.

Nepotism, tribalism, and favouritism significantly hinder fair academic progression in Nigerian universities. When promotions are based on personal connections or ethnic affiliations rather than merit, the integrity of academic institutions is compromised. Olaniyan and Ibeh (2021) argue that such practices reward loyalty over competence, while Eze and Ajayi (2022) found that many staff perceive promotion processes as biased, undermining morale and creating feelings of injustice. Adeyemo and Afolabi (2018) warn that these trends erode trust in institutional systems and weaken professional standards in teaching and research.

Corruption within promotion panels further exacerbates the issue. Omole and Yusuf (2020) report instances where panel members accept bribes, suppress results, or fabricate reports to favour allies or sideline perceived threats. Akpan and Eyo (2023) observed that promotions denied on non-academic grounds distort career paths and compromise leadership quality, fostering a climate of fear and forced compliance that discourages independent thought and excellence.

The impact of unethical practices extends to widespread staff demoralization and brain drain. Musa and Alade (2019) note that frustrated lecturers become less committed to teaching and research, weakening institutional performance. Nwachukwu and Eze (2018) established a link between perceived unfairness in promotions and declining staff productivity. As dedicated academics seek opportunities abroad where merit is recognized, Nigerian universities face the loss of skilled personnel. According to Oladipo and Nwankwo (2017), unless transparency and ethics are restored in academic evaluations and promotions, the system will continue to lose its brightest minds. To safeguard academic standards, Nigerian universities must reform their promotion systems, eliminate bias, and uphold merit. Ensuring fairness and transparency is essential to motivating staff, retaining talent, and building a resilient academic environment committed to excellence.

Voices from the Ivory Towers: Realities in Rivers State

Academic staff in public universities in Rivers State face numerous challenges that hinder their professional growth and sense of purpose. Despite institutional policies designed to promote excellence, the practical realities often conflict with these ideals. Delayed promotions, political interference, and favouritism continue to affect staff morale, making it difficult for lecturers to thrive. A disconnect between ethical standards and informal practices undermines fairness and trust within the academic system. Briggs and Worlu (2021) observed that in several universities, promotion and leadership decisions are influenced by ethnic affiliations, loyalty, and departmental alliances. Even lecturers who meet the required benchmarks often feel sidelined when they refuse to align with dominant figures. Nwachukwu and Eze (2018) found that such nonconformity frequently results in exclusion from academic committees, project opportunities, and administrative responsibilities. This undermines professionalism and fosters a culture of silence.

Nwankwo and Ogbuagu (2023) emphasized that some academic staff feel discouraged when merit is replaced by informal politics. The pressure to conform to hidden power structures leads many to disengage from meaningful academic work. While some departments strive to uphold ethical practices, informal networks often dictate outcomes behind the scenes. To foster a system where merit and excellence can flourish, universities must prioritize transparency, enforce fair policies, and actively

dismantle harmful informal practices. Systemic reform is critical to restoring confidence and motivating academic staff to pursue innovation and uphold professional standards.

Restoring Trust: Building an Ethical Career Framework

Restoring trust in public universities requires building an ethical career framework that promotes fairness, transparency, and accountability. Without such a foundation, staff morale suffers, and institutional integrity weakens. A reliable system for academic career progression not only supports professional development but also enhances public confidence in higher education. Ethical leadership and clearly defined standards are essential to cultivating an environment where merit is rewarded and unethical practices are discouraged. Transparency in academic promotions begins with establishing objective, accessible, and standardized criteria. Adeyemo and Afolabi (2018) argued that institutions must align career benchmarks with teaching, research, and service expectations, ensuring fairness across departments. When criteria such as qualifications, peer-reviewed publications, student feedback, and departmental responsibilities are clear, staff members are more motivated and less likely to perceive bias. Olaniyan and Ibeh (2021) found that promotion transparency boosts staff commitment and reduces conflict. Conversely, ambiguity fosters suspicion and manipulation, weakening morale and academic excellence.

Ethical leadership is critical to institutional trust. Leaders who model fairness and openness influence how decisions are made and how values are upheld. Musa and Alade (2019) noted that leadership integrity shapes campus culture, reinforcing professionalism and mutual respect. When leaders assign roles and resources based on merit, they strengthen the institution's credibility and internal harmony. Conversely, favouritism in appointments and grants breeds resentment and diminishes staff engagement. To sustain progress, universities must embed accountability into leadership and management practices. Okon and Ibukun (2023) emphasized that ethical leadership includes responsiveness, consistent rule enforcement, and openness to feedback. When staff see misconduct addressed and excellence recognized, they are more likely to align with institutional values. Promoting such a culture ensures that universities remain engines of innovation, integrity, and national development.

Moving Forward: Policy Actions and Institutional Reforms

Moving forward in strengthening public universities requires bold policy actions and meaningful institutional reforms. As higher education faces increasing pressure to deliver quality, fairness, and relevance, universities must embrace transparent governance, inclusive practices, and ethical leadership. Reforming outdated systems and creating accountability-driven structures are essential for restoring public trust, improving institutional performance, and motivating both academic and non-academic staff to pursue excellence with integrity. Stronger legal and regulatory frameworks are needed to ensure accountability in Nigerian universities. Without clear consequences for unethical behaviour, transparency suffers. Institutions must revise laws and policies to address challenges such as favouritism, misappropriation of funds, and examination malpractice. Harmonizing legal standards with internal codes of conduct allows administrators to enforce rules effectively. Clear disciplinary structures and the oversight of bodies like the National Universities Commission (NUC) help align university operations with national ethical expectations.

Ethics training also plays a crucial role in building institutional integrity. Okonkwo and Ibrahim (2021) found that continuous training improves staff awareness, moral reasoning, and decision-making. Ethics education should go beyond orientation and become part of professional development, evolving with emerging challenges in higher education. Integrating such training into performance appraisals reinforces its relevance and encourages behavioral change. Transparent career progression is another key reform area. Eze and Alade (2023) argued that clear, fair promotion criteria build trust and discourage unethical shortcuts. Institutions must prioritize merit, ethical conduct, and peer evaluation in advancement processes. Yusuf and Olowu (2017) revealed that structured monitoring systems reduce promotion-related complaints and support fairness. Ethics committees and external audits ensure

objectivity and reinforce the university's commitment to integrity. Together, legal reform, ethics training, and fair promotion systems can drive meaningful change, positioning universities as credible, accountable, and forward-looking institutions.

Conclusion

Ethical standards form the backbone of academic integrity, and their role in career progression within public universities in Rivers State cannot be overstated. A strong commitment to honesty, fairness, and accountability ensures that academic achievements reflect true merit rather than compromised values. When faculty members adhere to ethical principles, they foster a culture of trust and excellence, which benefits students, colleagues, and the institution as a whole. Unfortunately, lapses in ethical conduct such as plagiarism, favouritism, or data manipulation - undermine credibility and hinder professional growth. Universities must prioritize transparent promotion criteria, rigorous oversight, and consistent enforcement of ethical guidelines to maintain academic rigor. Faculty who demonstrate integrity not only advance their careers but also inspire the next generation of scholars. The link between ethical behaviour and career progression is clear: those who uphold high standards earn respect, secure opportunities, and contribute meaningfully to their fields. For public universities in Rivers State to thrive, they must cultivate environments where ethics are non-negotiable.

Suggestions

To maintain ethical standards and academic career progression in public universities in Rivers State, these suggestions are put forward:

1. Public universities in Rivers State must adopt clear, well-defined ethical policies that govern academic conduct, promotions, and research integrity. These policies should be regularly reviewed and updated to address emerging challenges such as plagiarism, examination malpractice, and biased evaluations. Strict enforcement mechanisms, including disciplinary actions for violations, will deter misconduct and uphold credibility. An independent ethics committee could oversee compliance, ensuring fairness and transparency in decision-making.
2. Educational leaders should organize regular workshops, seminars, and training sessions to reinforce ethical standards among faculty and staff. These programs should cover topics like responsible research practices, conflict of interest, and unbiased evaluation processes. Raising awareness about the consequences of unethical behaviour will encourage a culture of integrity. Mentorship initiatives can also guide younger academics in aligning their career progression with ethical principles.
3. Career advancement in public universities should be based on measurable achievements, such as quality research, teaching excellence, and community engagement - not favouritism or political influence. Clear promotion criteria must be publicly accessible, with unbiased assessment panels overseeing the process. Implementing a peer-review system for research and teaching evaluations can further minimize bias and ensure that promotions reflect genuine merit.
4. Many ethical violations go unreported due to fear of retaliation. Universities should establish confidential reporting channels and robust whistleblower protection policies to encourage faculty and students to expose misconduct without fear. Anonymity safeguards and legal support for whistleblowers will strengthen accountability. Publicizing resolved cases (without breaching privacy) will also demonstrate the institution's commitment to ethical enforcement.
5. Government bodies, university administrators, alumni, and professional associations must collaborate to uphold ethical standards. Regular stakeholder forums can assess challenges and propose solutions, while external audits can provide unbiased evaluations of institutional practices. Funding agencies and accreditation bodies should tie grants and certifications to ethical compliance, incentivizing universities to prioritize integrity. A collective effort will ensure that academic career progression in Rivers State remains fair, credible, and respected.



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